

A JOURNEY TO A NEW PLANET: LEARNING ABOUT WANTS, NEEDS & RIGHTS

Subjects: Math, English, Social Studies, Health & Life Skills, Art

Age Level: 7-11 years

Objective: To help students differentiate between things that they want, and things that they need; to introduce the idea that people's basic needs are considered rights.

Outcome

- Students will be able to make a distinction between wants and needs.
- Students will become familiar with the Convention on the Rights of the Child.

Materials

- A set of 20 Wants and Needs Cards for each pair of students.
- Pencils and paper.

ACTIVITY

STEP 1 Have students form pairs, and distribute each pair a set of Wants and Needs cards.

STEP 2 Explain to students that they have been chosen to go and live on a new planet. Since they will be setting up a new society there, Mission Control wants them to have all the things they need and want in order to live and grow. Mission Control has made a list of 16 things they think the students should take with them. Explain to students that they are allowed to bring four more that they choose. They should draw these four items onto the four blank Wants and Needs cards.

STEP 3 Announce to the group that because space is limited on the spaceship, students can only take 14 items, instead of all 20. They must work as a team to decide on six items to eliminate. They can draw an X through these, place them in an envelope, or give them back to the teacher.

STEP 4 Inform the students that Mission Control has found that there is still less available space than they had realized. Students will only be able to take eight items with them, instead of 14. Have students eliminate six more items, leaving only the eight that they consider most essential for survival.

STEP 5 Discuss the following questions either in small jigsaw groups, or with the entire class:

- Which items were most commonly eliminated in the first round? Why?
- Was the second round of eliminations more difficult than the first? Why?
- Did you and your partner have any disagreements over the items to eliminate? Which ones, and why?
- What is the difference between wants and needs? Which items on the list were wants, and which were needs?
- What are some of the things you want in real life? What are some of the things you need?
- Do wants and needs differ for different people? Why?
- Do all people in Canada have everything they need? What about people in other countries?

Explain to students that people's most basic needs — to survive, develop, be safe, and participate in their communities — are often referred to as rights. Rights can be thought of as those things that it is fair and just for all people to have, or to be able to do.

Modifications

The number of cards can be reduced. Students can work in small groups instead of pairs.

EXTENSION ACTIVITY

Ask students to come up with their own definition of rights.

Have students make a list of rights that they think are basic for people of their age, using the Wants and Needs cards as a starting point. Encourage students to consider non-material needs — such as the right to express their opinions — as well as material needs. How would these lists differ in different parts of the city? In different parts of the province? Country? World?

Have students review a copy of the *Convention on the Rights of the Child* and compare it with their own lists.

TEACHING-LEARNING ACTIVITIES

RIGHTS, WANTS & NEEDS CARDS

Each of the 20 cards can be classified in one of two categories:

NEEDS (protected as RIGHTS in the Convention on the Rights of the Child, indicated by the corresponding article number in the chart below)

WANTS (not protected as rights since they *generally* are not necessary for a child's survival, growth and development)*

NEEDS/RIGHTS	WANTS
Decent shelter [article 27]	Clothes in the latest style
Nutritious food [article 24]	A bicycle
Protection from abuse and neglect [article 19]	Holiday trips
Education [articles 28, 29]	Your own bedroom
Health care [article 24]	A personal computer
Fair treatment and non-discrimination [article 2]	A television set
Clean air [article 24]	A personal stereo
Opportunities to share opinions [article 12]	Money to spend as you like
Playgrounds and recreation [article 30]	Fast food
Clean water [article 24]	
Opportunities to practise your own culture, language and religion [article 31]	

* Some items classified as "wants" may be needs in certain circumstances. For example, access to television or a computer may be an important source of information gathering or sharing conducive to the protection of rights to healthy development and protection from violence and abuse.



Health care



A bicycle



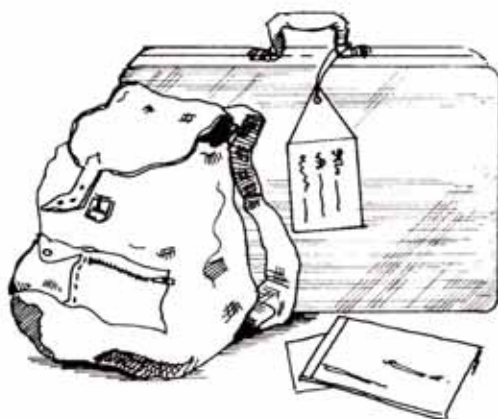
Rights, Wants & Needs cards



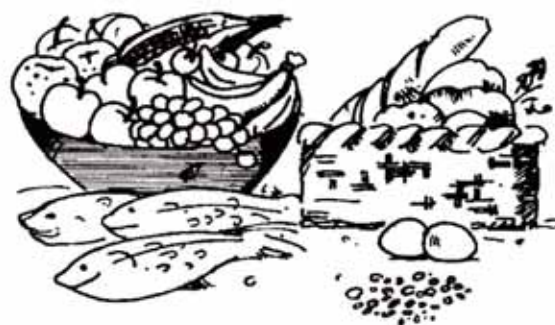
Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



Protection from abuse and neglect



Education



Rights, Wants & Needs cards



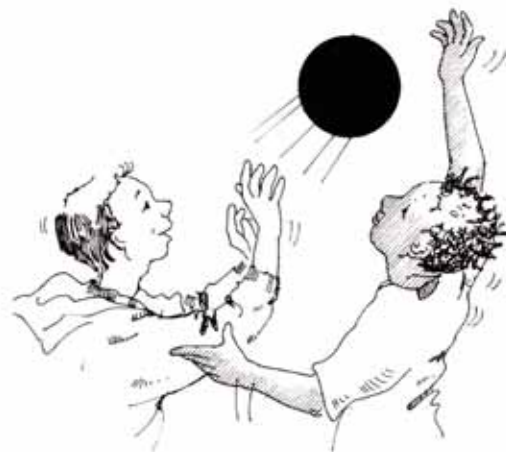
Clean air



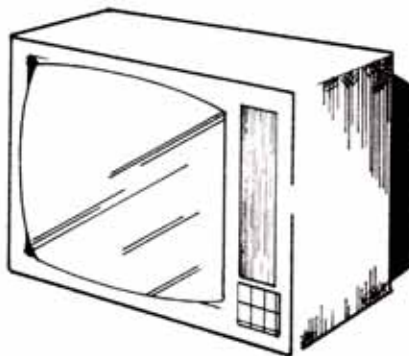
A personal stereo



Fast food



Playgrounds and recreation



A television set



Opportunities to practise your own culture,
language and religion



Rights, Wants & Needs cards



Opportunities to share opinions



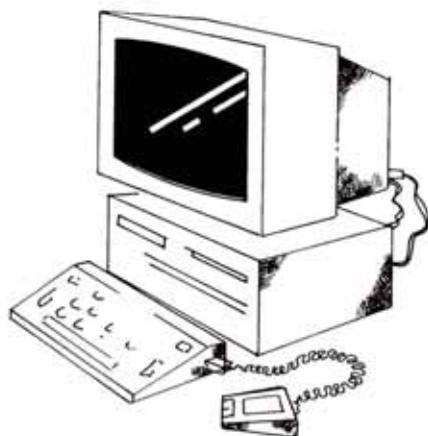
Money to spend as you like



Clean water



Your own bedroom



A personal computer



Fair treatment and non-discrimination

